DOCUMENT RESUME

ED 414 002 PS 025 687

AUTHOR Bunke, Jennifer; Edwards, Lorri
TITLE Developing Social Skills To Improve Students' Behavior.
PUB DATE 1997-05-00
NOTE 61p.; Master's Field-Based Program, Saint Xavier University & IRI/Skylight.
PUB TYPE Dissertations/Theses (040) -- Tests/Questionnaires (160)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Action Research; *Behavior Problems; Change Strategies; Grade 4; Intermediate Grades; Interpersonal Communication; *Interpersonal Competence; Peer Relationship; Program Effectiveness; *Skill Development; Social Behavior; Social Development; Socialization; *Student Behavior; *Student Improvement
IDENTIFIERS *Social Skills Training

ABSTRACT

This action research project implemented and assessed a program to improve student behavior. Participants were fourth-grade students in a growing middle class community in northern Illinois. The problem of inappropriate behaviors was documented by means of a behavior checklist, student survey, teacher anecdotal record, and student yes/no reflection sheet. Analysis of probable cause data indicated that increased class size, student mobility, limited opportunity for students' activity outside the classroom, and unclear and inconsistent consequences school-wide for student misbehaviors may be contributing factors. Review of the literature revealed that changing family structures, negative media influence, and traditional competitive classroom climate are also probable causes. A review of solution strategies resulted in the selection of three major categories of intervention: literature-based activities to introduce social skills, direct instruction of social skills, and cooperative activities to practice skills. Post-intervention data indicated a decrease in inappropriate behaviors when students worked with one another. There was in increase in the targeted social skills of equal participation, praising, flexibility, and on-task behavior. (Eight appendices include a behavior checklist, a teacher letter/survey, results of the teacher and student surveys, student reflective log and yes/no reflection sheet, and sample lessons. Contains 25 references.) (Author/AA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PS

ED 414 002

DEVELOPING SOCIAL SKILLS TO IMPROVE STUDENTS' BEHAVIOR

Jennifer Bunke
Lorri Edwards

An Action Research Project Submitted to the Graduate Faculty of the

School of Education in Partial Fulfillment of the

Requirements for the Degree of Master of Arts in Teaching and Leadership

Saint Xavier University & IRI/Skylight

Field-Based Masters Program

Chicago, Illinois

May, 1997

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL
HAS BEEN GRANTED BY
Jennifer Bunke
Lorri Edwards
TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

PS 025687

BEST COPY AVAILABLE

SIGNATURE PAGE

This project was approved by

Amy D. Hanson
Advisor

Alan E. Simon
Advisor

Beverly Gulley
Dean, School of Education

ABSTRACT

This report describes a program for social skill development in order to reduce inappropriate behaviors when students work with others. The targeted population consists of fourth grade students in a growing, middle class community in northern Illinois. The problem of inappropriate behaviors will be documented by data collected through a behavior checklist, student survey, teacher anecdotal record, and student yes/no reflection sheet.

Analysis of probable cause data indicated that increased class size, student mobility, limited opportunity for students' activity outside the classroom, and unclear and inconsistent consequences school-wide for student misbehaviors may be contributing factors. Review of literature revealed that changing family structures, negative media influence, and traditional competitive classroom climate are also probable causes.

A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of three major categories of intervention: literature-based activities to introduce social skills, direct instruction of social skills, and cooperative activities to practice the skills.

Post intervention data indicated a decrease in inappropriate behaviors when students work with others. There was an increase in the targeted social skills of equal participation, praising, flexibility, and on-task behavior.

TABLE OF CONTENTS

CHAPTER 1 - PROBLEM STATEMENT AND CONTEXT 1

General Statement of the Problem 1

Immediate Problem Context 1

The Surrounding Community 3

National Context of the Problem 5

CHAPTER 2 - PROBLEM DOCUMENTATION 9

Problem Evidence 9

Probable Causes 12

CHAPTER 3 - THE SOLUTION STRATEGY 17

Literature Review 17

Project Objectives and Processes 24

Project Action Plan 24

Methods of Assessment 29

CHAPTER 4 - PROJECT RESULTS 30

Historical Description of the Intervention 30

Presentation and Analysis of Results 31

Conclusions and Recommendations 35

REFERENCES 38

APPENDIX 40

A BEHAVIOR CHECKLIST 40

B TEACHER LETTER/SURVEY 42

C TEACHER SURVEY RESULTS 44

D STUDENT SURVEY 46

E STUDENT REFLECTIVE LOG 48

F STUDENT YES/NO REFLECTION SHEET 50

G OPINION/PROOF SAMPLE LESSON 52

H LOOKS LIKE/SOUNDS LIKE SAMPLE LESSON 54

CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

The students of the targeted elementary grade exhibit inappropriate behaviors during group work. These behaviors include: doing little of the work, being rude, being stubborn, and being off-task. Evidence for the existence of this problem includes teachers' observations and journal entries that document student behavior in groups and also in informal peer interactions.

Immediate Problem Context

An intermediate site is involved in the following research, and all statistics are from the 1994-1995 State Report Card.

The site of the research school contains grades 3-5 and is located within close proximity to the primary as well as the middle school site. As of April 1996, the enrollment in this site was 1,516 students, as documented from the district office figures. There were 531 third graders, 492 fourth graders, and 493 fifth graders. These numbers include special education students. The average class size is 28 students across all three grades.

Ethnic characteristics of the student population are as follows: 82.8% White/non-Hispanic, 7.1% Hispanic, 5.8% Asian/Pacific Islander, 4.0% African American, and 0.4% Native American. Low income students comprise 4% of the population, which is slightly above the district percentage yet far below the state

levels. The intermediate building population includes 2% Limited English Proficient students, which is slightly below the district percentage of 3% and that of the state, which is 6%.

The attendance rate for this site when compared to similar sites in northern Illinois, is 96% and the student mobility rate is 11%. The truancy rate is less than 1% and involved only five chronic truants. The Pupil/Teacher ratio is 21:1.

The intermediate building has 120 staff members; 99 are certified staff and 21 are support staff. The ethnicity is 99.2% White/non-Hispanic and 0.8% Asian/Pacific Islander. Ninety percent of the staff are female and 10% are male. The average experience level of the teachers is 11 years, and 34% of the teachers have masters degrees or above. The site also has one principal and two assistant principals.

The daily schedule consists of 60 minutes devoted to teaching mathematics, 30 minutes to science and social studies respectively, and 150 minutes to English which includes all the areas of language arts courses.

According to the Illinois Goal Assessment Program (IGAP), the school has identified planned improvement in all subject areas, as well as staff development. The goal is to provide more problem-based learning experiences across all content areas, increase student writing skills through the use of the Power Writing Process, focus on collecting math work for Performance Based

Assessment in grades 1-2, and increase learning activities in math computation for grades 3-8. Teachers were focused on establishing consistent guidelines for student portfolios in Language Arts (Grades 1-5), trained in the Power Writing Process in order to standardize the writing process, and given in-services to implement three-way conference skills as a means of improving parent communication regarding student performance.

The Surrounding Community

The community is located in a northern suburb of a large midwestern city. It is 35 miles from an international airport and in close proximity to a major interstate highway system. The area encompasses 35 square miles, and is comprised of several unincorporated subdivisions and small villages. Within the last decade, this community has transformed from a predominately rural setting to a mobile, white collar, residential community with few businesses.

The population of the area is approximately 35,000. The 1990 census shows a population consisting of 93% White/non-Hispanic, 4% Hispanic, with Asian/Pacific Islander, African American, and Native American making up the remaining 3%. According to the district demographic analysis, the overall population of the community has grown by 54% since the beginning of the decade. Although this growth has impacted the school drastically, it has not changed the demographic or economic makeup of the community.

The level of education acquired by the adult community members is as follows: 26% are high school graduates, 24% have some college background,

and 21% hold a bachelors degree. The median family household income for this area according to the 1990 census figure is $45,000. Employment characteristics of the existing population are represented by major corporations, retail, manufacturing, amusement, health care, military, and educational fields.

The school district is unique in that it is a campus setting, in which all K-8 students are bussed. It is composed of a primary building (K-2), intermediate building (3-5), and a middle school (6-8).

The total district population is 4,700. In five years the projected enrollment is 6,408, a 59.6% increase. The student population is 82.6% White/non-Hispanic, 7.8% Hispanic, 5.9% Asian/Pacific Islander, 3.4% African American, and 0.3% Native American. Of the student population, 3.3% are classified as Limited English Proficiency.

The faculty population is 260, of which 85.6% are female and 14.4% are male. The faculty consists of 98.1% White/non-Hispanic, 0.9% Hispanic, 0.9% Asian/Pacific Islander, 0.0% African American, and 0.0% Native American. Of the faculty, 66.1% hold bachelors degrees and 33.9% hold masters degrees or above. The average teaching experience is 10.1 years. There are 213 tenured teachers, and 47 non-tenured teachers. The pupil-teacher ratio is 20.7:1. The pupil-administrator ratio is 398.9:1. The average administrator's salary is $75,903. The average teacher salary is $34,389. The operating expenditure per pupil is $4,537, which is slightly lower than comparative elementary schools of the same type and size. This is approximately $1,000 lower than the average

state expenditure. The district administration includes one superintendent of schools, one assistant superintendent of business services, one director of curriculum and instruction, one director of pupil personnel services, one director of building grounds and transportation, four principals, and five assistant principals.

The community is characterized by active parent involvement. The most supportive groups are as follows: Parent Teacher Association, Friends of The School, and Volunteer Workers of The School. The school has a history of financial and growth concerns. Building referendums have been more successful than educational referendums. A middle school is under construction and will be ready for occupancy in August 1997. Some issues currently under consideration are year round school and reconfiguration of existing buildings.

National Context of Problem

The problem of student misbehavior has generated concern at many levels. Teachers find that they spend too much time dealing with behavioral issues, which takes away from instructional time.

Cangelosi (1988) stated that in some classrooms as much as 50% of instructional time is wasted because of off-task behavior (as cited in Bellon, Bellon, & Blank, 1992). In addition to this, Englander (1986), reported that some teachers use as much as 80% of their time and effort dealing with student behavior (as cited in Bellon, Bellon, & Blank, 1992). "When teachers spend a large percentage of their time dealing with misbehavior, student learning suffers

and negative attitudes about school are developed" (Bellon, Bellon, & Blank, 1992, p.159-160). These misbehaviors occur during whole class instruction, independent work time, and especially group activities. Students often lack the ability to cooperate with others, creating conflict and preventing completion of the assigned task.

This problem continues as the students get older and begin finding jobs. Many students experience problems getting along with co-workers, just as they had difficulties with classmates in school.

> . . .For every student who loses his/her first job for lack of technical skills, there are two students who have lost their first job because of lack of social skills. . . .There is hardly a job that does not involve working with others. As we move into greater technological complexity in the workplace, interdependence and teams become the norm, and success increasingly depends on social skills. (Kagan, 1992, p.14.3)

The importance of getting along with others carries over into the working world of adults. In many places of business, teamwork is prized over academic skills and knowledge.

> Much of what students learn in school is worthless in the real world. . . . Most employers do not expect people to sit in rows and compete with colleagues without interacting with them. The heart of most jobs, especially the higher-paying more interesting jobs, is teamwork, which

> involves getting others to cooperate, leading others, coping with complex power and influence issues, and helping solve people's problems in working with each other. Teamwork, communication, effective coordination, and divisions of labor characterize most real-life settings. . . .(Johnson, Johnson, & Holubec, 1990, p. 17)

Deficiencies in the area of cooperation and good people skills can lead to termination of employment. Johnson & Johnson (1989/1990), reported on a nationwide survey of business, labor unions, and educational institutions, entitled "Basic Skills in the U.S. Workforce", published by the Center for Public Resources in 1982. The results revealed that 90% of the survey's participants who had lost their jobs were fired due to a poor job attitude, an inability to get along with their co-workers, and unacceptable behavior.

The necessity of having cooperative skills and behaviors has even reached an international level.

> Because of technological, economic, ecological, and political interdependence, the solution of most problems cannot be achieved by one country alone. . . .Students need to learn the competencies involved in managing interdependence, resolving conflicts within cooperative systems made up of parties from different countries and cultures, and personally adapting to rapid change. (Johnson, Johnson, & Holubec, 1990, p.17-18)

Students' lack of cooperative behaviors is an impediment to their chances

for future success. "The ability of students to work collaboratively with others is the keystone to building and maintaining the caring and committed relationships that largely determine quality of life" (Johnson, Johnson, & Holubec, 1990, p.18).

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

To document the baseline data showing evidence of students' inappropriate behaviors when working with others, teacher anecdotal records, student survey, behavior checklist, student reflective log, and teacher survey were utilized. Categories for the behavior checklist were developed as a result of teacher observation. The categories and their definitions follow: 1) Does Little - The student does not contribute ideas and does little of the actual task, 2) Rude - The student uses put-downs and/or uses negative body language; 3) Stubborn - The student won't come to an agreement with the group and only wants to use his/her ideas, and 4) Off-Task - The student talks about something unrelated to the task, and/or is giggly and silly (see Appendix A).

Out of the 33 students in the targeted fourth grade class, 32 participated in the baseline data collection process. The thirty-third student moved into the district after the data collection process had been completed. Results compiled from the behavior checklist in the four week time period prior to the intervention are presented in Table 1.

Table 1

Categories and Number of Inappropriate Behaviors in Groups Sept. 6, 1996 Through Sept. 30, 1996

Behavior Category	No. of Incidents	No. of Students Displaying Inappropriate Behaviors
Does Little	20	14
Rude	11	9
Stubborn	9	7
Off-Task	30	13

The most often noted inappropriate behavior was that of being off-task. However, not all students exhibited this behavior. While 30 off-task incidents were observed, only 13 out of 32 students were off-task. Some of the same students were off-task during more than one activity. A similar pattern was found in the category "Does Little." Fourteen out of 32 students were responsible for all 20 reported incidents of "doing little."

A survey administered to 50 teachers at the site showed similar results to the behavior checklist. A sample survey can be found in Appendix B. Teachers reported that in their classrooms, little participation and off-task behavior happened more often than rudeness and stubbornness. Survey results also indicated that all four inappropriate behaviors had occurred with some frequency (see Appendix C).

A student survey was given to 30 students out of 32 asking them to rate their behavior when working with others. A sample student survey can be found in Appendix D. Two students were not given permission to take the survey, and one was invalid because more than one answer was chosen for each question. In the survey students were asked eight questions, two in each category of inappropriate behavior. Each category had one question stated in a positive way and the second stated in a negative way. The purpose was to ensure the accuracy of the responses. This information is presented in Table 2, and is the average of the positive and negative responses for each category. For example, the statement "I am flexible about using other people's ideas" was paired with "I have a hard time letting other people get their way" for the scoring process. A "never" response for the negative statement was averaged with an "always" response for the positive statement.

Table 2

Student Self-Reflection of Behavior When Working in Groups Sept. 19, 1996

Behavior	Frequency			
	Always	Often	Sometimes	Never
Does Little	0.5	0.5	9.5	18.5
Rude	0.0	2.0	9.0	18.0
Stubborn	0.5	6.0	12.0	10.5
Off-Task	0.0	0.0	10.5	18.5

These results showed some different findings from teacher surveys and observations. The students' self-reflection revealed that they see themselves as being stubborn during group work, whereas teachers found that off-task behavior was the most frequent problem.

Student reflective logs were another instrument used to document behaviors during group work. A sample student reflective log can be found in Appendix E. Students were asked five questions about their participation in the task, as well as the involvement of their team members. In response to a question about the group's participation, 22 students wrote that they thought everyone in their group participated equally. Nine students felt that their group members did not equally share the work. In fact, two of those nine students admitted they hadn't done their part of the work, while the other seven named other group members as the ones who didn't do the work.

All the baseline data instruments, including teacher anecdotal records, student survey, behavior checklist, student reflective logs, and teacher survey, showed evidence of inappropriate social behaviors when students work in groups. These behaviors are: not participating, being rude, being stubborn, and being off-task.

Probable Causes

Students' misbehavior when working with others may be caused by several site-based factors. Due to a growing population in the targeted community, the average class size has increased from 24 to 32 students from

the 1993-1994 school year to the 1996-1997 school year, as documented from the building records. The increased class sizes may not allow students to develop close personal friendships with their classmates. These class sizes also make is difficult for teachers to devote as much time to each individual as in a smaller class.

Student mobility is another factor. According to classroom teachers' records at the intermediate site, at the beginning of the 1995 - 1996 school year, there was an average of 26 students per classroom. The average number of students that moved into a classroom during this same school year was two, and the number of students who moved out was one.

Lack of a school-wide discipline policy leads to unclear and inconsistent consequences for student misbehaviors. Individual teachers are responsible for implementing their own classroom management programs.

Limited opportunity for students' activity outside the classroom affects students' behavior. In a typical school week, students only go to gym class three times for thirty minute sessions. The other two days students have music for thirty minute sessions in their own classrooms. Students also eat lunch in their classrooms each day, since the lunchroom was converted into three classrooms in the beginning of the 1995-1996 school year. On days with inclement weather, students have to spend their half-hour recess in their classroom. This means that there are many days when students spend their entire day inside the classroom.

A search of the literature reveals several possible causes for inappropriate behavior when students work with others. One reason is changes in the traditional family structure. According to Bellanca (1992), Kagan (1992), and McCabe & Rhoades (1992), there is an increasing number of children from single-parent families and families where both parents work. "The average amount of one-to-one contact time between parent and child is now approximately fifteen minutes per day" (McCabe & Rhoades, 1992, p. 210). This leaves little time for parents to model positive values and appropriate behaviors.

Television is another contributing factor to students' misbehavior. Kubey & Czikszentmihalyi (1990), (as cited in Bellanca, 1992), reported that the average student watches four or more hours of television a day. Watching television is a very solitary activity, which leads to lost opportunities for children to practice social interaction and communication skills. In addition, Kagan (1992), stated that television programs are a negative influence on children's social development. "More violent acts per minute are portrayed on children's TV programs than at any other time" (Kagan, 1992, p.2:2). With television's model of violence and anti-social behavior, it's not surprising that students have difficulty working with others.

A third cause of children's misbehavior, according to Bellanca (1992), is our country's commitment to give all children an equal education void of religious affiliation. This has caused our schools to take a neutral position on teaching

values. In this type of setting, learning of social behaviors, caring for others, respect, and cooperation are limited.

The structure of the traditional classroom is another factor. Attributes of this type of classroom are: working individually, not talking to other students while working, sitting for long periods of time, paying attention to the teacher only, and having desks in rows, as described by Azwell, Foyle, & Lyman (1993), Cohen (1986), and Johnson, Johnson, & Holubec (1990). When teachers ask students to work with others, they find students are not equipped with the necessary skills to complete tasks cooperatively. Johnson, Johnson, & Holubec (1990), stated that teachers often fail to teach students the essential social skills for effective student group work. Instead, teachers maintain a traditional classroom climate where students work individually and compete.

Hierarchies within small task groups can also affect working behavior. Whenever small groups are formed, a natural ordering occurs where some members are more active and influential than others (Cohen, 1986). This can cause conflict among group members. The more able student often does more of the task, while others take a more passive role. The passive members tend to exhibit off-task behaviors since they feel they're not needed. Conversely, a group might have two members struggling to be dominant, causing arguments between them. This division of group members can interfere with group performance.

The summary of possible site based and literature based causes is as

follows: increased class size, student mobility, lack of school-wide discipline policy, limited opportunity for students' activity outside the classroom, changes in the traditional family structure, television influence, neutral position on teaching values, structure of the traditional classroom, and small task group hierarchies.

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

A review of the literature reveals several solution options for improving student behavior while working with others. Examples include direct teaching, conflict resolutions, instructional models, and cooperative learning methods.

Direct Teaching

Direct teaching of social skills has been suggested as one method. According to Johnson & Johnson (1992), simply placing students in a group and telling them to work together will not necessarily be successful. Instead, students need to be instructed in specific interpersonal skills needed to work cooperatively. Berman (1990, p.77-78) stated, "Community building and developing a sense of social responsibility demand basic social skills such as communication, cooperation, conflict management, and perspective taking. Like competency skills in reading, writing, and mathematics, social skills take direct instruction."

Project Extend is a specific example of a direct instruction model for teaching social skills (Bellanca, 1992). This program was developed through Illinois Renewal Institute by a team of cooperative learning consultants, and has six key steps. The first step, the hook or set, consists of hands-on activities that involve the students in what the cooperative social skill's appearance and

character is like. The second step, the lesson, follows each "hook" where the students use a reflective process to discover what they did and said during the activity. This reflection includes the students generating two lists. One list would describe specific behaviors that are the negative examples of the targeted social skill. For example, "That's a dumb idea." would be on the negative list of giving encouragement. The second list would describe behaviors that are positive examples of encouragement such as "thumbs up, a smile, or a pat on the back." Practice or follow up, the third step, of Project Extend, is a massed practice of the behaviors that are targeted. Each day for at least five to seven minutes, planned practice of the specific social skill occurs. When the students become comfortable with the social skill in the practice, then the social skill should be included in daily content area lesson plans. The fourth step, reflection, discussion, or closure, involves a structured reflection process on a weekly basis. The students look back at their use of the targeted social skills and reflect on what they've learned, the improvement they've made using the social skill, and how could they improve even more. Step five is feedback, recognition, and celebration. This part of Project Extend recognizes the students' progress with the targeted social skills. The teachers may keep a classroom chart marked when the students have used the appropriate social skill. Other teachers may use a jar filled with popcorn kernels or candy to track the class's progress. Verbal praise by the teacher is still another way of providing feedback to the children on their successful use of the targeted social

skills. There may also be an all class celebration to recognize the class' multiple successes in using positive social skills such as a pizza party. The last step, transfer, includes an all school recognition of the class's success of using the appropriate social skills. When the school recognizes this cooperative behavior, the transfer of targeted social skills to outside the classroom is ensured

Conflict Resolution

Another solution possibility is conflict resolution. The literature offered several examples of implementing this technique. One technique described by Spann (1994), used puppets as tools to teach kindergarten children how to resolve classroom conflicts. The puppets are given specific voices and personalities that help ease the students into discussions on topics they face such as teasing or being selfish. To resolve specific conflicts in a classroom, Spann used the following four steps: First, the conflict to resolve was identified and a puppet takes on a similar problem. Second, the students brainstorm the causes and possible solutions of the puppet's problem. Third, the class agrees on a strategy the puppet should try to solve the problem. Finally, time is provided for follow-up of ongoing problem solving with the puppet.

A different conflict resolution technique is called the Resolving Conflict Creatively Program (RCCP). Lantieri (1995), co-founded this model, which works on the premise that students listen to one another when there are conflicts and work together toward a peaceable solution. An independent evaluation of this program was done in 1989-1990. Results showed that this RCCP model

had a positive effect on the students, teachers, and classroom atmosphere. Teachers observed a decrease in physical violence in the classroom, and fewer incidences of put-downs.

Instructional Models

Various instructional models have been proven successful in improving students' behavior when working with others. One example is the Child Development Project (CDP), discussed by Schaps & Solomon (1990). It was created to encourage children's prosocial development. The three major parts of CDP are cooperative learning, using literature to teach social skills, and developmental discipline, where the students have a role in developing the classroom rules. An evaluation of the CDP revealed that the students improved in social skills, classroom behavior, using democratic values, and reading comprehension.

A second example is using literature to teach basic values. Logan (1990), described a program in Pennsylvania where a language arts teacher used a trade book curriculum to discuss seven global values: courage, loyalty, justice, respect, hope, honesty, and love. The teacher used read-alouds and discussions to help bridge connections between the literature and students' lives.

Cooperative Learning Methods

Cooperative learning methods have also been useful in improving students' behavior. Slavin (1991), has designed several cooperative techniques,

generally referred to as Student Team Learning. One of the easiest methods is called Student Teams-Achievement Divisions (STAD). Each heterogeneous team consists of four to five members. The teacher introduces a new concept to the entire class. Then the team members study together and quiz each other. Later, the students are quizzed on the material. At this point, team members are not allowed to help one another. Then individual quiz scores are integrated into team scores.

Another cooperative method described by Slavin (1991), is called Jigsaw II. In this method, as in STAD, students are in heterogeneous teams of four to five students. The entire class reads the same information, such as a book chapter. Each student is assigned a topic within that chapter on which they are to focus. Then students assigned to the same topic meet in expert groups to discuss the material. After that, experts return to a home team to share information from their topic. Finally, students take individual quizzes on all the topics. These individual quiz grades are combined to create team scores.

Slavin (1991) described a third technique called Teams-Games-Tournament (TGT). While the teams are formed in the same way as STAD and Jigsaw II, in TGT, students play games to show mastery of content areas. Students of equal ability from each home team meet to compete in tournaments. Then the students' scores are integrated into home team scores. Recognition is given to high scoring teams and tournament table winners.

Several studies on Slavin's cooperative methods have shown positive

results regarding social behavior. Slavin (1991), conducted a study in 1978 on Student Team Learning (STL). He found these cooperative strategies had a positive effect on the students' on-task time. Another study on STL conducted in 1979 by Slavin (as cited by Slavin, 1991), showed that students from cooperative groups had more friends outside their own ethnic groups than did the students who were in control groups. A third study done by Madden & Slavin in 1983 (as cited by Slavin, 1991), on Student Team Learning revealed that these methods significantly improved the "normal-progress" students' acceptance of their mainstreamed peers.

Another cooperative technique is called the Group Investigative Method, developed by Sharan and Hertz-Lazarowitz (1980), as cited by Cohen (1986). This method begins with student groups selecting topics to study. Next the groups plan the learning task by breaking down the general topic, giving each group member a subtopic to research. After the actual investigation takes place, groups must prepare a final presentation for the class.

Cohen (1986) described a study where students taught using cooperative methods were compared to students in a conventional classroom. The results showed that the students in cooperative classes naturally transferred prosocial behaviors to non-academic situations, while the students in conventional classes continued to display competitive behaviors.

Regardless of the cooperative method used, Johnson & Johnson (1989), recommended that five basic elements be included in any cooperative activity.

The first element, positive interdependence, stresses that students are responsible for their group's learning, as well as their own. Face-to-face promotive interaction is the second element. This means students need the chance to explain information to each other. The third element is individual accountability, which means each student must show understanding of the material. Social skills is the fourth element. Students must be able to communicate, show leadership, be trustworthy, and resolve conflicts within their teams. The final element, group processing, deals with the group reflecting on their efforts. Emphasizing these five elements in cooperative activities will help ensure success.

Johnson & Johnson (1992) stated there are many positive results from students working together. These include: students encouraging each other, making friends, and learning to act as a team. Kagan (1992) also found that as a result of cooperative learning, students are more able to solve problems which require cooperation and are willing to assist and praise others.

> Cooperative learning provides a golden opportunity for students to acquire social skills in the natural approach. As the students interact in their cooperative groups, they become skillful in listening, paraphrasing, taking the role of the other, managing group processes, and dealing with the dominant, shy, hostile, and withdrawn group members. They acquire skills, not just learn about skills. (Kagan, 1992, p.14.2)

Project Objectives and Processes

As a result of a social skills development program, during the period of September 1996 to January 1997, the fourth grade students from the targeted class will show a decrease in their inappropriate behaviors when working in groups as measured by behavior checklist, teacher anecdotal records, student survey, and student yes/no reflection sheet.

In order to accomplish the project objective, the following processes are necessary:

1. Introduce targeted social skills to the class through literature activities.
2. Teach social skills directly.
3. Use cooperative activities in various subject areas.

Project Action Plan

The action plan was developed to improve students' social behaviors. This plan consists of three major components: introducing specific social skills through literature activities, direct teaching of social skills, and using cooperative activities.

The researchers will use a behavior checklist, keep anecdotal records, and administer a student survey and reflective log in the first three weeks of school to determine baseline data.

The intervention will begin on September 30th and will continue through January, 1997.

The plan will be broken into four blocks. Each block will focus on one targeted social skill. The first block will be three weeks in duration. The remaining blocks will each be four weeks in duration, leaving time to review the

social skill taught in the previous blocks. Within each block, a lesson using the targeted skill will be taught a minimum of twice a week in thirty to forty-five minute sessions.

The first block focuses on equal participation in group work. Many students tend to sit back and let others do all the work, while other students are domineering, taking charge, and doing most of the work themselves. This does not ensure equal learning for all group members.

The intent of Block 2 is to practice praising. In group work, some students are rude, using put-downs and negative body language toward their groups members. This creates a poor climate for the group, causing hurt feelings.

Flexibility is the focus of Block 3. Students are often stubborn, unwilling to listen to and use other people's ideas. They insist that theirs is the only idea worth using. This can hurt a classmate's self-esteem.

Block 4 is designed to improve on-task behavior. Sometimes during group work, students digress, talking about something unrelated to the task. They can also act silly with their classmates, causing a delay in the completion of the work.

The action plan follows:

BLOCK 1 Skill: Equal Participation

A. Introduction
   1. Literature
      a. The Seven Chinese Brothers - Teacher reads aloud to students. (Mahy, 1990).

b. Farmer Boy - Students write opinion-proof and have class discussion. (Wilder, 1933).

2. Skit or modeling

B. Definition
1. Discussion
2. Looks like/sounds like T-chart

C. Practice
1. Base group name and logo/picture
2. Round robin naming - In groups of four, team members take turns writing foods in alphabetical order on a poster. (Kagan, 1992, p.8:9).
3. Halloween story building - In groups of four, students take turns writing lines to a story. When finished, the group illustrates story on a poster.
4. Pumpkin heads - Each group is given a pumpkin to decorate with materials on hand in the classroom.
5. Broken squares - In groups of four, students each receive a packet of puzzle pieces. The students need to silently give away pieces to other members of their group to help everyone complete their own puzzle square. (Kagan, 1992, p.13:20).
6. Daily Oral Language (DOL) Teams - Given an incorrect sentence on the board, student groups will write correctly. Random students from each group will be asked to make and explain corrections at the board.

D. Reflection
1. Mrs. Potter's questions - These are four questions for students to answer in group discussion or in writing to reflect on their group work. (Bellanca & Fogarty, 1991, pp. 266 & 290).
2. Student yes/no reflection sheet - For each social skill being taught, students color in a yes/no (smiley/sad face) circle to indicate whether they thought they exhibited that social skill during a particular activity. (see Appendix F)

BLOCK 2 Skill: Praising

A. Introduction
1. IALAC story - This is a story read to the students about a boy who starts off his day saying, "I am Lovable and Capable." As his day processes, many people are rude to him and put him down. The story reader holds a heart-shaped sign with IALAC on it. As each put-down occurs in the story, the reader rips off a piece of the IALAC sign. A discussion follows. (Bellanca & Fogarty, 1991, p. 54-55, & 292).
2. Literature
a. There's a Boy in the Girl's Bathroom - Students write an opinion/proof. (Sachar, 1987). (see Appendix G)

B. Definition
1. Discussion

2. Looks like/sounds like T-chart

C. Practice
1. Brainstorm praising phrases to stamp out put-downs.
2. Caught you being "kind" notes - Students fill out for other students.
3. Let's Make Squares - In a group of four, each student has three paper strips of a certain pattern, and each group member has a different pattern. Teammates lay down their strips together to form different amounts of outlined squares. Students may only handle their own pattern strips. (Kagan, 1992, p.15:6-15:9).
4. Rhymes Riddles - Student groups create lists of two-word rhymes. Then they invent a riddle to go with their favorite rhymes. (For example, "A dish for a young dog - Pup Cup.") (Kagan, 1992, p.8:9).
5. Use a belt list - Student groups brainstorm ways to use a common object in some unusual ways and write down ideas on a poster. (Kagan, 1992, p.8:9).
6. Cheer chart - Given a grid with each student's name in a box, students fill in boxes with a nice thing to say about that person.

D. Reflection
1. Group discussion
2. Student yes/no reflection sheet

BLOCK 3 Skill: Flexible

A. Introduction
1. Literature
   a. Whipping Boy - Students write an opinion/proof. (Fleischman, 1986).
2. Human graph - Pose statements for students to form an opinion about any content area. Students move to a sign which indicates their degree of agreement or disagreement with the statement. (Bellanca & Fogarty, 1991, p.147, 153, 159-160, 179, & 335).

B. 1. Discussion
   a. Family decision making
   b. Conflict feelings web - (Bellanca & Fogarty, 1991, p.152).
2. Looks like/sounds like T-chart

C. Practice
1. Base Group Name
2. Top Three - Groups brainstorm topic, and then rank by coming to consensus using finger signals to find top three items. (Bellanca & Fogarty, 1991, pp. 142-146).
3. Stand & Share - In any subject area, to share ideas, students meet in groups to discuss an issue. Then teams stand when each member has an idea to share with the entire class. One student shares an idea, and other students with the same idea sit down. Continue

process until all students are seated. (Kagan, 1992, p. 12:5).
4. Webbing (seasonal, content area)
5. Survival in the Desert - Students are given a scenario in which their group has crash landed in the desert. Students are asked to rank given items needed for survival. (Kagan, 1992, p. 8:15).
6. Problem solving cards - Given picture cards showing problem situations, student teams brainstorm and prioritize solutions. (Bellanca & Fogarty, 1991, pp. 126-127 & 319).

D. Reflection
1. Student yes/no reflection sheet
2. Group discussion

BLOCK 4 Skill: On-Task

A. Introduction
1. Literature
a. The Kid in the Red Jacket - Students write an opinion/proof and action/reaction chart (Park, 1987).
2. Skit or modeling

B. Definition
1. Discussion
2. Looks like/sounds like T-chart (see Appendix H).

C. Practice
1. Mac-A-Lena - Students in groups of three take turns drawing a body part which corresponds to a verse of a song being sung. At the conclusion of the song, the group has created a completed picture of Mac-A-Lena. (Chapman, 1993, pp. 66-67).
2. Draw What I Say - Student pairs create simple pictures. They describe their picture to another pair who attempts to draw same picture without seeing the original. (Kagan, 1992, p. 13:9).
3. Jigsaw (social studies) (see Review of Literature on Jigsaw, ch. 3).
4. Numbered heads together question & answer - Students sit in groups of four and are given a number from one to four. A question is posed from any subject area. After sufficient wait time, the teacher calls out one of the numbers. In each group, the student with that number must answer the question by holding up the correct answer on an index card. (Kagan, 1992, pp. 10:3-10:4).
5. Buddy-reading with individual literature response
6. Description with picture matching - Given picture story starter, student writes description. Then student trades description with buddy. Each tries to locate the other's picture posted on the wall.

D. Reflection
1. Mrs. Potter's questions - (Bellanca & Fogarty, 1991, pp. 266 & 290).
2. Student yes/no reflection sheet

Methods of Assessment

In order to assess the effects of the intervention, a behavior checklist, teacher anecdotal records, and student yes/no reflections sheet will be kept throughout the intervention. The behavior checklist will be used to document occurrences of the targeted undesired behaviors to determine whether the frequency of these behaviors will decrease as a result of the implementation of the action plan. The behaviors were categorized in the following four areas: 1) Does little - The student does not contribute ideas and does little of the actual work; 2) Rude - The student uses put-downs and/or uses negative body language, 3) Stubborn - The student won't come to an agreement with the group and only wants to use his/her own ideas, and 4) Off-Task - The student talks about something unrelated to the task, and/or is giggly and silly. In addition to the behavior checklist, teacher anecdotal records will describe specific occurrences of undesired behaviors, as well as desired behaviors. Finally, the students will complete yes/no reflection sheets that will give their observations of the targeted behaviors during group work.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The objective of this project was to decrease students' inappropriate behaviors when working in groups. To bring about the desired changes, the following processes were implemented: using literature activities to introduce targeted social skills, teaching social skills directly, and using cooperative activities.

The intervention plan was broken into four blocks. Each one focused on one of the targeted social skills: equal participation, praising, flexibility, and on-task behavior. The skills were introduced through skits or literature activities. Next, students formulated definitions of the social skills by creating T-charts which described what the skills look like and sound like. Finally, cooperative activities were used to reinforce the targeted social skills. No deviations were made from the action plan.

The first block was three weeks in duration, and the subsequent blocks were each four weeks in length. The first three weeks concentrated on practicing the new skill, and the fourth week gave the students an opportunity to continue practicing the new skill and review the previous skill(s). After activities in the first block, which focused on equal participation, students completed a yes/no reflection sheet asking them, "Did we do our share of the

work?". A sample reflection sheet can be found in Appendix F. As each social skill was added in subsequent blocks, a corresponding question about the group's use of the skill was added to the yes/no reflection sheet. During Block two, students were asked, "Did we do our share of the work?" and "Did we praise?". In Block three, the questions asked were: "Did we do our share of the work?", "Did we praise?", and "Did we accept other students' ideas?". In the final block, students were asked, "Did we do our share of the work?", "Did we praise?", "Did we accept other students' ideas?", and "Did we stay on-task?". At this point, students were reflecting on all four social skills.

Presentation and Analysis of Results

In order to assess the effects of direct social skills teaching and cooperative activities, the following assessment tools were used: a behavior checklist, teacher anecdotal records, a student survey, and student reflection sheets. These tools were maintained throughout the implementation period.

Behavior checklists were used during each cooperative activity to record occurrences of inappropriate social skills. Data from the checklists indicates that the intervention has been successful in decreasing inappropriate social behaviors. These results are presented in Table 3. The most noticeable improvement was in the category of off-task behavior. There was a decrease in off-task behavior from the pre-invention time period, where 30 incidents were recorded, to the first month of the intervention, where 25 incidents were observed. By the end of January, only one off-task incident was noted.

Students' stubborn behavior decreased as well. In the beginning of October the number of incidents was 11, and by January the number of incidents had diminished to only three. Rude behavior also declined overall from October to January, even though there was a slight increase in December. The "does little" category remained at zero incidents during the intervention period, with the exception of the month of November, when there were two incidents observed. It is important to note, however, that during the pre-intervention time, 20 incidents of this behavior were documented.

Table 3

Categories and Number of Inappropriate Behaviors in Groups Oct. 1, 1996 Through Jan. 31, 1997

Behavior Category	Number of Incidents by Month			
	Oct.	Nov.	Dec.	Jan.
Does Little	0	2	0	0
Rude	12	3	5	1
Stubborn	11	6	5	3
Off-Task	25	12	11	1

Teacher anecdotal records showed similar trends in student behavior. As with the behavior checklist findings, the journal entries documented a decrease in off-task behaviors. Prior to the intervention, several incidents were observed during cooperative activities such as students singing, tapping pencils,

being silly, leaving their group, chatting with a classmate about unrelated topics, and sharpening pencils. In January, journal entries noted that for a specific activity, all students were listening and looking at the materials. For other activities, it was also observed that all the groups were on-task.

Another trend recorded in teacher journals was a decrease in stubborn behavior. Early in the intervention, for example, some students had trouble coming to consensus about group decisions, such as making base group names and creating a geography poster. Other students had difficulty letting their group members make their own decisions in a cooperative activity, such as collaborative story writing and pumpkin painting. Later in the intervention, students were more willing to go along with the majority of their group in order to come to an agreement, such as ranking items needed for survival in the desert. Students liked the idea of using a ranking system that involved showing a fist, or one or two fingers to show the degree of interest in certain topics. This system allowed the students to have more choices than a simple yes or no answer, which may have helped them be more flexible.

A follow-up student survey was given at the end of the intervention for students to self-report their behavior when working with others. This was the same survey given to students during the collection of the baseline data. The follow-up survey results are shown in Table 4.

Table 4

Student Self-Reflection of Behavior When Working in Groups January 31, 1997

Behavior	Frequency			
	Always	Often	Sometimes	Never
Does Little	2.0	3.5	5.0	19.5
Rude	0.5	3.0	10.0	16.5
Stubborn	1.0	4.0	14.0	11.0
Off-Task	0.5	1.0	14.5	14.0

The results of this survey were surprising compared to the baseline survey. There were more responses in the "never" category in the baseline survey than in the post intervention survey. The researchers expected to have opposite findings based on their documentation of behaviors through a checklist and anecdotal records. Perhaps, these results stem from the fact that the first survey was administered after a short time period in September, with few cooperative experiences and no acknowledgment of the social skills. At the end of January, students had more specific and concrete experiences to refer to when completing the post-intervention survey, which may have led to more accurate self-reflecting.

Student yes/no reflection sheets were given after most cooperative activities for the students to reflect on their groups' behavior. For each behavior category, (equal participation, praising, being flexible, and being on-task)

students filled in a yes or no response. In general, the researchers noticed an increase in the number of "yes" responses about positive social behaviors from October 1996 to January 1997. These results are displayed in Table 5.

Table 5

Student Yes/No Reflection When Working in Groups October 1996 Through January 1997

	Number of Yes/No Responses by Month							
	Oct.		Nov.		Dec.		Jan.	
Social skill questions	Yes	No	Yes	No	Yes	No	Yes	No
Did we do our share of the work?	28	6	24	4	28	3	32	0
Did we praise?	X	X	22	7	24	7	30	2
Did we accept other students' ideas?	X	X	X	X	28	2	29	3
Did we stay on-task?	X	X	X	X	X	X	30	2

Conclusions and Recommendations

Based on teacher records and student self-reflection, the students showed a decrease in inappropriate social behaviors. The decrease in the inappropriate behaviors may be attributed to the direct teaching of targeted social skills, through literature activities and skits. This helped students become aware of necessary components of successful group work.

Another contributing factor appears to be the repeated opportunities for students to review and practice the social skills through cooperative activities.

Through these activities, students began to internalize the positive behaviors and were observed monitoring themselves and others. Some of these behaviors seemed to have carried over into some informal situations in the classroom, such as helping each other clean up, sharing supplies, helping with understanding assignments, and using kinder language when conversing with classmates.

The researchers feel there may have been some limitations to the findings of the action plan. The outcome may have been affected by the nature of the students in the targeted fourth grade classroom. The action plan was based on the concerns about student behavior from the 1995 - 1996 class, due to the time requirements of the graduate program. These concerns did not exactly match the concerns about the current class. This class displayed more positive social skills during group work than the previous class. Although there was a decrease of inappropriate social behaviors during the intervention period, there was evidence of many appropriate social behaviors during baseline data collection. If other teachers want to improve their students' behaviors when working in groups, they should consider having a longer time frame to collect baseline data to determine what specific social behaviors should be targeted.

An important component of this plan was having the students observe and construct meaning of the social skills before trying to practice them. It was very beneficial to model the skills through skits and literature activities, and have the students contribute ideas to T-charts. It is also important to choose cooperative

activities that specifically focus on the desired social skill. For example, the Halloween story writing activity required that students passed the marker and contributed a single line at a time to the story. This ensured that all students would participate. Another example, the Survival in the Desert activity, focuses on decision making, where students need to be flexible to come to consensus. Once specific cooperative activities have been completed that are designed to encourage certain social skills, teachers should branch out to content area activities to allow the students to transfer their skills into broader areas.

The overall findings of this action plan support research by Johnson & Johnson (1992). The researchers agree that direct teaching of social skills is needed for group work to be successful. Just placing students in groups and expecting them to work together cooperatively will not ensure appropriate group behavior. In order for students to transfer social skills to new situations, they need many opportunities to do cooperative learning activities, which will allow them to practice social skills. Having students reflect on their behavior is an important component in developing students' social responsibility. They can begin to see how their interpersonal skills in a cooperative group affect others.

References

Azwell T., Foyle H., & Lyman L. (1993). Cooperative learning in the elementary classroom. Washington, D.C.: National Education Association.

Bellanca, J. (1992). Building a caring, cooperative classroom. In J. Bellanca, A. Costa, & R. Fogarty (Eds.). If Minds Matter, A Forward to the Future, Volume II: Designs for Change. (pp. 201-208). Palatine, Illinois: IRI/Skylight Publishing.

Bellanca, J. & Fogarty, R. (1991). Blueprints for thinking in the cooperative classroom. Palatine, Illinois: IRI/Skylight Publishing.

Bellon, J., Bellon E., & Blank, M. (1992). Teaching from a research knowledge base. New York, New York: Macmillan Publishing.

Berman, S. (November 1990). Educating for social responsibility. Educational Leadership, 48(3). pp. 75-80.

Chapman, C. (1993). If the shoe fits . . .How to develop multiple intelligences in the classroom. Palatine, Illinois: IRI/Skylight Publishing.

Cohen, E. (1986). Designing groupwork. New York, New York: Teachers College Press.

Fleischman, S. (1986). The whipping boy. New York, New York: Troll.

Johnson, D. & Johnson, R. (April 1989). Toward a cooperative effort: A response to slavin. Educational Leadership, 46(7). pp. 80-81.

Johnson, D. & Johnson, R. (December 1989/January 1990). Social skills for successful group work. Educational Leadership, 47(4). pp. 29-33.

Johnson, D. & Johnson, R. (1992). Cooperative learning: A theory base. In J. Bellanca, A. Costa, & R. Fogarty (Eds.). If Minds Matter, A Forward to the Future, Volume II: Designs for Change (pp. 169-186). Palatine, Illinois: IRI/Skylight Publishing.

Johnson D., Johnson, R., & Holubec, E. (1990). Circles of learning: Cooperation in the classroom. Edina, Minnesota: Interaction Book.

Kagan, S. (1992). Cooperative learning. San Juan Capistrano, California: Kagan Cooperative Learning.

Lantieri, L. (January 1995). Waging peace in our schools: Beginning with the children. Phil Delta Kappan, 76(5) pp. 386-388.

Logan, C. (July-August 1995). Character education by the book. Instructor, 105(1) pp. 74-76.

Mahy, M. (1990). The seven chinese brothers. New York, New York: Scholastic.

McCabe, M. & Rhoades, J. (1992). Developing responsibility through cooperation. In J. Bellanca, A. Costa, & R. Fogarty (Eds.). If Minds Matter, A Forward to the Future, Volume II: Designs for Change. (pp. 209-219). Palatine, Illinois: IRI/Skylight Publishing.

Park, B. (1987). The kid in the red jacket. New York, New York: Bullseye Books.

Sachar, L. (1987). There's a boy in the girls' bathroom. New York, New York: Bullseye Books.

Schaps, E. & Solomon, D. (November 1990). Schools and classrooms as caring communities. Educational Leadership, 48(3), pp. 38-42.

Slavin, R. (1991). Student team learning: A practical guide to cooperative learning, Third Edition. Washington, D.C.: National Education Association.

Spann, M. (March 1994). Make peace - Keeping playful. Instructor, 103(7), pp. 24-32.

Wilder, L. (1933). Farmer boy. New York, New York: Harper Trophy

1994 - 1995 State report card

1995 - 1996 Intermediate site classroom teachers' records

APPENDIX A

BEHAVIOR CHECKLIST

Date _____ Time _____ Activity_____

BEHAVIOR CHECKLIST

NAME	RUDE	OFF-TASK	DOES LITTLE	STUBBORN

APPENDIX B

TEACHER LETTER/SURVEY

September 27, 1996

Dear Teachers,

As part of our research project for our master's program, we are asking for your input on the topic of students' behaviors when working in groups. Please take a moment to answer this brief survey and return it to one of our mailboxes.

THANKS FOR YOUR HELP, AND ENJOY THE CANDY!!

Thanks!

DIRECTIONS: Circle the letter that describes how often you see the following behaviors in your students when they are working in pairs or groups.

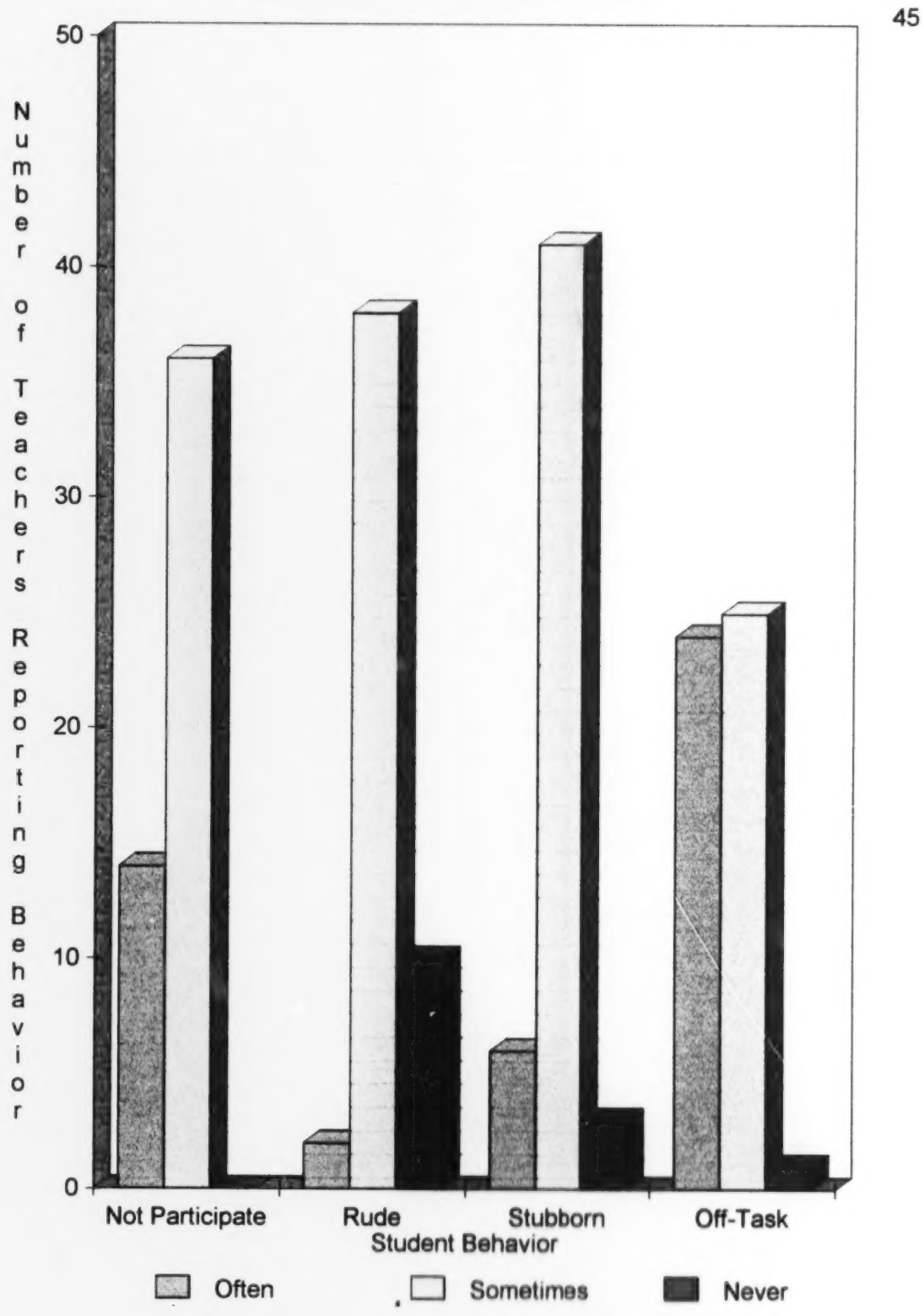
	Often	Sometimes	Never
1. Students do not participate, letting others do the work.	O	S	N
2. Students make rude remarks, or put-downs, toward other students and their ideas.	O	S	N
3. Students get "off-task", doing or saying things unrelated to the assignment.	O	S	N
4. Students are stubborn and inflexible about using/accepting others' ideas. They only want to use their own ideas.	O	S	N

Please indicate your grade level or position. THANKS AGAIN!!_____

APPENDIX C

TEACHER SURVEY RESULTS

TEACHER SURVEY RESULTS
OF STUDENT BEHAVIOR IN GROUPS



APPENDIX D

STUDENT SURVEY

STUDENT SURVEY

Directions: Circle the letter that describes your behavior when working with others.

When I work with others,. . .

	Always	Often	Sometimes	Never
1. I am flexible about using other people's ideas.	A	O	S	N
2. I let others do the work.	A	O	S	N
3. I do what we're supposed to be doing.	A	O	S	N
4. I have a hard time letting other people get their way.	A	O	S	N
5. I use put-downs.	A	O	S	N
6. I do my part of the work.	A	O	S	N
7. I get silly & off-task.	A	O	S	N
8. I say nice things to other people.	A	O	S	N

APPENDIX E

STUDENT REFLECTIVE LOG

REFLECTIVE LOG

Name_____

1. Describe how well your group got along during this activity. (You can comment on any positive or negative things that happened.)

2. Describe how you helped with the task.

3. Do you think everyone in your group did an equal amount of work? Explain your answer.

4. Do you think everyone in your group learned the material? Explain your answer.

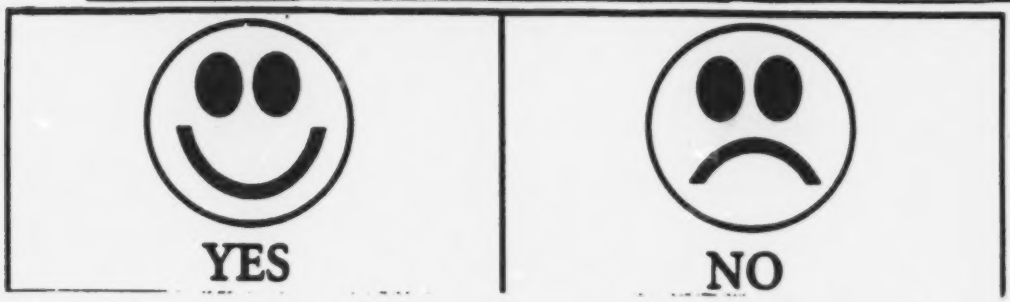
5. Describe what you think your group could have done better.

APPENDIX F

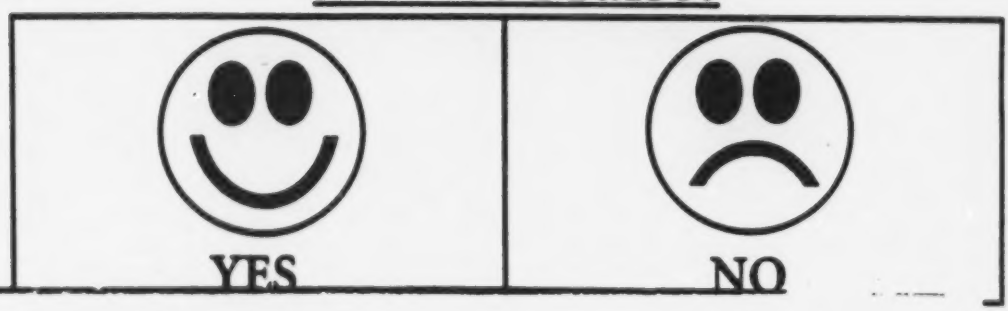
STUDENT YES/NO REFLECTION SHEET

Name _____ **Reflection**

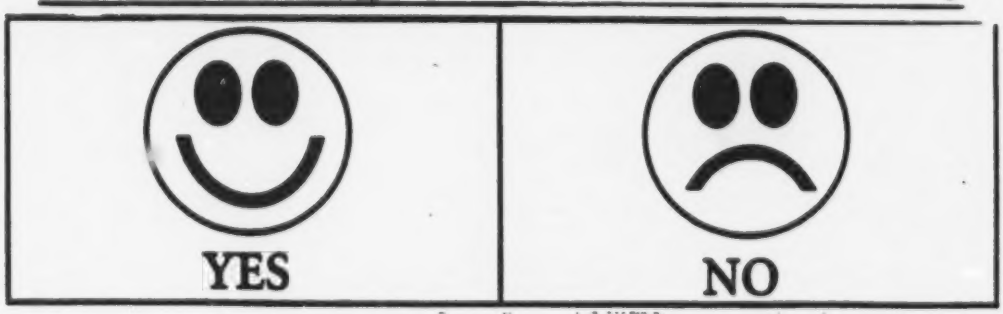
Did We Do Our Share of the Work ?



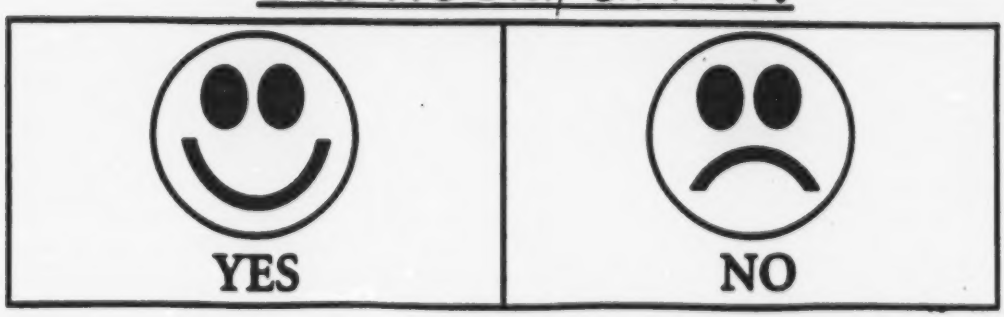
Did We Praise?



Did We Accept Other Students' Ideas?



Did We Stay On-Task?



BEST COPY AVAILABLE

APPENDIX G

OPINION/PROOF SAMPLE LESSON

Lesson Plan for Opinion/Proof
<u>There's a Boy in the Girls' Bathroom</u>

After reading the first three chapters of this novel, have students do an opinion/proof about Bradley, the main character. The opinion should be that Bradley is rude, and this gets written on the left side of a t-chart. On the right side, students should find "proof" of Bradley's rudeness from the novel. They write the page number on which they found an example of Bradley being rude, and then write out or summarize the quotation or incident. Students should try to find at least 3 examples or proofs from the novel to show that Bradley is rude.

Opinion	Proof
Bradley is rude.	1. p. ____"....."
	2. p. ____"....."
	3. p. ____"....."

APPENDIX H

LOOKS LIKE/SOUNDS LIKE SAMPLE LESSON

Lesson Plan for Looks Like/Sounds Like T-Chart
for On-Task Behavior

Have a t-chart already drawn on newsprint or other large paper. One side is labeled "Looks like", and the other side is labeled "Sounds like." Talk with the class about what it means to be on-task during group work. See if they can come up with suggestions about what someone would see if a group was being on-task ("looks like"), and what someone would hear those people saying if their group was on-task during group work ("sounds like"). The teacher takes all ideas suggested by students and writes them on the t-chart under the appropriate heading. When the chart is filled, reread the ideas again with the students. Post the chart on a wall in the classroom to refer to later.

Looks like	Sounds like
Talking about the subject	"Let's stick to the topic, guys."
Doing the work in the assignment	"What's next to do?"